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ABSTRACT

This bibliography lists 132 resources for assessing students for the presence of a disability. Resources were published from 1983 through 1994 and are grouped into the following categories: (1) textbooks; (2) resources providing reviews and critiques of specific tests; (3) other sources of information; (4) selected resources on curriculum-based assessment; (5) selected resources on dynamic assessment; (5) selected resources on other assessment approaches; (6) selected resources on assessment of specific disabilities or specific skill areas (attention deficit disorder, behavior, hearing or visual impairments, intelligence, language, learning/reading disabilities, mental retardation, nonverbal individuals, and physical/multiple disabilities); and (7) selected resources on assessment of minority students. A list of publishers with addresses and telephone numbers completes the bibliography. (DB)

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A Bibliography for Schools: Assessing Children for the Presence of a Disability

This bibliography provides school systems with resources of information on assessment of school-aged children. The books and articles listed below may be useful to schools as they plan assessments of individual students to determine if they have a disability and, thus, are eligible for special education and related services. Many of the resources will also be of value in helping school personnel to plan instruction that is appropriate to the needs of individual students in special education and monitor their progress throughout the year.

This bibliography has been developed as a companion piece to the 1994 ***News Digest*** called *Assessing Children for the Presence of a Disability.* An additional bibliography, designed specifically for families, is also available upon request. If you would like either of these two publications, please contact NICHCY, and we would be pleased to send them to you.

This list of resources is by no means exhaustive. You may identify additional resources by:

- looking in the bibliography/reference sections of any of the materials listed below;
- contacting organizations that address issues related to assessment, such as the American Psychological Association;
- contacting organizations that address issues related to specific disabilities (such as the Arc or the Learning Disabilities Association), as these organizations may be able to provide specific guidance about how the disability upon which they focus might be assessed;
- checking to see what materials the professional teacher's library in your area has available; and
- checking to see what resources are available at any universities or colleges near your town.

To assist you in obtaining the materials listed in this bibliography, the names, addresses, and telephone numbers of publishers are provided (in alphabetical order) at the end of this document. It's a good idea to contact the publisher and find out the latest payment and ordering procedures. These addresses and telephone numbers are, of course, subject to change without notice, as is the availability of the resources listed here.

Textbooks

(The resources listed below are generally intended for special education professionals in training or in practice; as such, they provide excellent overviews of the issues associated with assessing children with special needs.)

Aiken, L.R. (1994). *Psychological testing and assessment* (8th ed.). Boston: Allyn and Bacon.

Berdine, W.H., & Meyer, S.A. (1987). *Assessment in special education.* Boston: Little, Brown and Company. (Available from Harper-Collins.)

Gearheart, C.J., & Gearheart, B.R. (1990). *Introduction to special education assessment: Principles and practices.* Denver, CO: Love.

Heward, W.L., & Orlansky, M.D. (1992). *Exceptional children: An introductory survey of special education* (4th ed.). New York: Merrill.

Hoy, C., & Gregg, N. (1994). *Assessment: The special educator's role.* Pacific Grove, CA: Brooks/Cole.

McLoughlin, J., & Lewis, R. (1990). *Assessing special students* (4th ed.). Columbus, OH: Merrill.

Overton, T. (1992). *Assessment in special education: An applied approach.* New York: Macmillan.

Rotatori, A.F. (1990). *Comprehensive assessment in special education.* Springfield, IL: Charles C. Thomas.

Salvia, J., & Ysseldyke, J. (1991). *Assessment in special education and remedial education* (5th ed.). Boston, MA: Houghton Mifflin.

Taylor, R. L. (1993). *Assessment of exceptional children: Educational and psychological procedures* (3rd ed.). Boston: Allyn and Bacon.

Wallace, G., Larsen, S.C., & Elksnin, L.K. (1992). *Educational assessment of learning problems: Testing for teaching.* Boston: Allyn and Bacon.

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Resources Providing Reviews and Critiques of Specific Tests

(These resources provide details about the properties of specific tests — how reliable they are, how valid they are considered to be, what populations they are most appropriate for, the norm groups used, and so on. Discussions may be quite technical at times.)

Assessment for the 1990s — Critical review of recent instruments [Special issue]. (198990). *Diagnostique, 15*(1-4).

Conoley, J.C., & Kramer, J.J. (Eds.). (1992). *Eleventh mental measurement yearbook.* Lincoln: University of Nebraska Press.

Mitchell, J.V. (in press). *Tests in print IV: An index to tests, test reviews, and the literature on specific tests.* Lincoln, NE: University of Nebraska Press.

Newmark, C.S. (Ed.). (1985). *Major psychological assessment instruments.* Boston: Allyn and Bacon.

Newmark, C.S. (Ed.). (1989). *Major psychological assessment instruments* (Vol. II). Boston: Allyn and Bacon.

Reynolds, C.R., & Kamphaus, R.W. (Eds.). (1990a). *Handbook of psychological and educational assessment of children: Intelligence and achievement* (Vol. 1). New York: Guilford Press.

Reynolds, C.R., & Kamphaus, R.W. (Eds.). (1990b). *Handbook of psychological and educational assessment of children: Personality, behavior, and context* (Vol. 2). New York: Guilford Press.

Swanson, H. C., & Watson, B. L. (1989). *Educational and psychological assessment of exceptional children* (2nd ed.). Columbus, OH: Merrill.

Sweetland, R.C., & Keyser, D.J. (Eds.). (1991). *Tests: A comprehensive reference for assessments in psychology, education, and business* (3rd ed.). Austin, TX: Pro-Ed.

Test resource guide, 1987. (1987). New York: New York City Board of Education, Division of Special Education. (ERIC Document Reproduction Service No. ED 288 896)

Other Resources of Information

American Psychological Association, American Educational Research Association, and National Council on Measurement in Education. (1985). *Standards for educational and psychological tests.* Washington, DC: Authors.

Diagnostique, a quarterly journal published by the Council for Educational Diagnostic Services (CEDS), a professional division of the Council for Exceptional Children.

Friend, M., & Cook, L. (1992). *Interactions: Collaboration skills for school professionals.* New York: Longman.

Guidubaldi, J., and others. (1989, November-December). Assessment strategies for students with disabilities. *Journal of Counseling and Development, 68*(2), 160-165.

Joint Committee on Testing Practices. (1988). *Code of fair testing practices.* Washington, DC: Author.

Kamphaus, R.W. (Ed.). *Child Assessment News.* A bimonthly newsletter devoted to the psychological and educational assessment of children and adolescents. (Available from Guilford Press, 72 Spring Street, New York, NY 10012.)

Kozloff, M. (1994). *Improving educational outcomes for children with disabilities: Principles for assessment, program planning, and evaluation.* Baltimore, MD: Paul H. Brookes.

Lambert, N.M. (1988, January). Perspectives on eligibility for and placement in special education. *Exceptional Children, 54*(4), 297-301.

Merz, W.R., Sr., and others. (1990). Neuropsychological assessment in schools. *ERIC Digest.* Washington, DC: American Institutes of Research, ERIC Clearinghouse on Tests, Measurement, and Evaluation. (ERIC Document Reproduction Service No. ED 328 609)

National Association of School Psychologists. (1994, July). *Assessment and eligibility in special education: An examination of policy and practice with proposals for change.* Alexandria, VA: National Association of State Directors of Special Education.

National Association of State Directors of Special Education. (1993, July). *Re-examining the eligibility determination process: A policy forum to examine practices in current and alternative assessment systems.* Alexandria: Author.

Peck, C.A. (1989). Assessment of social communicative competence: Evaluating environments. *Seminars in Speech and Language, 10,* 1-15.

Schroeder, C.S., & Gordon, B.N. (1991). *Assessment and treatment of childhood problems: A clinician's guide.* New York: Guilford Press.

Spandel, V., & Stiggins, R. (1990). *Creating writers: Linking assessment and writing instruction.* New York: Longman.

Selected Resources on Curriculum-based Assessment

Choate, J., Enright, B., Miller, L., Poteet, J., & Rakes, T. (1992). *Curriculum-based assessment and programming* (2nd ed.). Boston: Allyn and Bacon.

Cohen, L.G., & Spruill, J.A. (1990). *A practical guide to curriculum-based assessment for special educators.* Springfield, IL: Charles C. Thomas.

Deno, S. (1985). Curriculum-based assessment: The emerging alternative. *Exceptional Children, 52*(3), 219-232.

ERIC Clearinghouse on Disabilities and Gifted Education. (1988). *Curriculum-based assessment: Research brief for teachers* (ERIC Digest T2). Reston, VA: Author. (ERIC Document Reproduction Service No. ED 312 869)

ERIC Clearinghouse on Disabilities and Gifted Education. (1990). *Curriculum-based assessment and curriculum-based management* (Super Search Reprint No. C576). Reston, VA: Author. (ERIC Document Reproduction Service No. ED 321 508)

Howell, K.W., Fox, S.L., & Morehead, M.K. (1993). *Curriculum-based evaluation: Teaching and decision-making* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Idol, L., Nevin, A., & Paolucci-Whitcomb, P. (1986). *Models of curriculum-based assessment.* Rockville, MD: Aspen. (Available from Pro-Ed.)

Knutson, N., & Shinn, M.R. (1991). Curriculum-based measurement: Conceptual underpinnings and integration into problem-solving assessment. *Journal of School Psychology, 29,* 371-393.

Salvia, J., & Hughes, C.A. (1990). *Curriculum-based assessment: Testing what is taught.* New York: Macmillan.

Shinn, M.R. (Ed.). (1989). *Curriculum-based measurement: Assessing special children.* New York: Guilford Press.

Tindal, G., & Marston, D. (1990). *Classroom-based assessment: Evaluating instructional outcomes.* Columbus, OH: Merrill.

Selected Resources on Dynamic Assessment

Bednar, M.R., & Kletzien, S.B. (1990). *Dynamic assessment procedure: A validation.* Paper presented at the 40th annual meeting of the National Reading Conference, Miami, Florida. (ERIC Document Reproduction No. ED 329 921)

Feuerstein, R., Rand, Y., Jensen, M., & Tzuriel, D. (1987). Prerequisites for assessment of learning potential: The LPAD model. In C.S. Lidz (Ed.), *Dynamic assessment: An interactional approach to evaluating learning potential.* New York: Guilford.

Frisby, C.L., & Braden, J.P. (1992, Fall). Feuerstein's dynamic assessment approach: A semantic, logical, and empirical critique. *Journal of Special Education, 26*(3), 281-301.

Haywood, H.C., & Tzuriel, D. (Eds). (1992). *Interactive assessment.* New York: SpringerVerlag.

Jitendra, A.K., & Kameenui, E.J. (1993, September/October). Dynamic assessment as a compensatory assessment approach: A description and analysis. *Remedial and Special Education, 14*(5), 6-18.

Kletzien, S.B., & Bednar, M.R. (1990, April). Dynamic assessment for at-risk readers. *Journal of Reading, 33*(7), 528-533.

Lidz, C.S. (1991). *A practitioner's guide to dynamic assessment.* New York: Guilford.

Pena, E. (1992, Fall). The application of dynamic methods to language assessment: A nonbiased procedure. *Journal of Special Education, 26*(3), 269-280.

Tzuriel, D. (1992, Fall). The dynamic assessment approach: A reply to Frisby and Braden. *Journal of Special Education, 26*(3), 302-324.

Selected Resources on Other Assessment Approaches

Barnett, D.W., & Macmann, G.M. (1992). Decision reliability and validity: Contributions and limitations of alternative assessment strategies. *Journal of Special Education, 25,* 431-452.

Brandt, R. (1992-93, December/January). On outcome-based education: A conversation with Bill Spady. *Educational Leadership, 50*(4), 66-70.

Freedman, R.L.H. (1994). *Open-ended questioning: A handbook for educators.* Menlo Park, CA: Addison-Wesley.

Jonnassen, D.H., Hannum, W.J., & Tessmer, M. (1989). *Handbook of task analysis procedures.* Westport, CT: Praeger.

Kirwan, B., & Ainsworth, L.K. (1992). *A guide to task analysis.* Washington, DC: Taylor and Francis.

Lowenthal, B. (1988, May). Alternative assessment techniques. *Academic Therapy, 23*(5), 503-507.

O'Neill, R.E., Horner, R.H., Albin, R.W., Storey, K., & Sprague, J.R. (1990). *Functional analysis: A practical assessment guide.* Syracuse, IL: Syracuse Publishing.

Shapiro, E. S. (1989). *Academic skills problems: Direct assessment and intervention.* New York: Guilford Press.

Selected Resources on Assessment of Specific Disabilities or Specific Skill Areas

Attention Deficit Disorder

Barkley, R.A. (1990). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (2nd ed.). New York: Guilford Press.

Costantino, G., and others. (1989, August). *Assessment of attention deficit disorder using a thematic apperception technique.* Paper presented at the annual meeting of the American Psychological Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 319 793)

Behavior

Alberto, P.A., & Troutman, A. (1990). *Applied behavior analysis for teachers* (3rd ed.). Columbus, OH: Merrill.

Algozzine, B., Ruhl, K., & Ramsey, R. (1991). *Behaviorally disordered? Assessment for identification and instruction.* Reston, VA: Council for Exceptional Children.

Aman, M.G. (1991). *Assessing psychopathology and behavior problems in persons with mental retardation: A review of available instruments.* Rockville, MD: National Institute on Alcohol Abuse and Alcoholism. (ERIC Document Reproduction Service No. ED 342 801)

Breen, M.J., & Altepeter, T.S. (1990). *Disruptive behavior disorders in children: Treatment-focused assessment.* New York: Guilford Press.

Erickson, M.T. (1992). *Behavior disorders of children and adolescents: Assessment, etiology, and intervention* (2nd ed.). New York: Prentice Hall.

Martin, R.P. (1992). *Assessment of personality and behavior problems.* New York: Guilford Press.

Merrell, K.W. (1994). *Assessment of behavioral, emotional, and social problems: Direct and objective methods for use with children and adolescents.* White Plains, NY: Longman.

Wilson, M.J., & Bullock, L.M. (1989). Psychometric characteristics of behavior rating scales: Definitions, problems, and solutions. *Behavioral Disorders, 14,* 186-201.

Witt, J.C., & Martens, B.K. (1988). Adaptive behavior: Tests and assessment issues. *School Psychology Review, 13,* 478-483.

Hearing or Visual Impairments

Bradley-Johnson, S., & Evans, L.D. (1991). *Psychoeducational assessment of hearing-impaired students: Infancy through high school.* Austin: Pro-Ed.

Meacham, F.R., and others. (1987, Spring). Adaptive behavior and low incidence handicaps: Hearing and visual impairments. *Journal of Special Education, 21*(1), 183-196.

Morse, M.T. (1992, January). Augmenting assessment procedures for children with severe multiple handicaps and sensory impairments. *Journal of Visual Impairment and Blindness, 86*(1), 73-77.

Schanel-Klitsch, E. (1992, January). Preferential looking: Reliable acuity assessment for children with low vision. *Journal of Visual Impairment and Blindness, 86*(1), 71-72.

Thompson, M., Biro, P., Vethivelu, S., Pious, C., & Hatfield, N. (1987). *Language assessment of hearing-impaired school age children.* Seattle, WA: University of Washington Press. (ERIC Document Reproduction Service No. ED 291 200)

Intelligence

Das, J.P., Naglieri, J.A., & Kirby, J.R. (1994). *Assessment of cognitive processes: The PASS theory of intelligence.* Boston: Allyn and Bacon.

Elliott, R. (1987). *Litigating intelligence: IQ tests, special education, and social science in the courtroom.* Dover, MA: Auburn House.

Kamphaus, R. W. (1993). *Clinical assessment of children's intelligence.* Boston: Allyn and Bacon.

Reynolds, C.R., & Kamphaus, R.W. (Eds.). (1990a). *Handbook of psychological and educational assessment of children: Intelligence and achievement* (Vol. 1). New York: Guilford Press.

Language

Bartel, N. (1990). Assessing and remediating problems in language development. In D.D. Hammill and N. Bartel (Eds.), *Teaching students with learning and behavior problems* (5th ed.). Boston: Allyn and Bacon.

Olswang, L.B., & Bain, B.A. (1991, October). When to recommend intervention. *Language, Speech, and Hearing Services in Schools, 22*(4), 255-263.

Singer, J., & Hurley, R.M. (1985, Fall-Winter). Central auditory processing disorders in children [Special issue]. *Journal of Childhood Communication Disorders, IX*(1).

Learning/Reading Disabilities

Bartoli, J., & Botel, M. (1988). *Reading/learning disability: An ecological approach.* New York: Teachers College Press.

Bond, G.L., and others. (1989). *Reading difficulties: Their diagnosis and correction* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Carlisle, J.F. (1991, November). Planning an assessment of listening and reading comprehension. *Topics in Language Disorders, 12*(1), 17-31.

Jordan, N.C., & Goldsmith-Phillips, J. (1994). *Learning disabilities: New directions for assessment and intervention.* Boston: Allyn and Bacon.

Klein, C. (1993). *Diagnosing dyslexia: A guide to the assessment of adults with specific learning difficulties.* London: Adult Literacy and Basic Skills Unit. (ERIC Document Reproduction Service No. ED 356 398)

Lerner, J. (1993). *Learning disabilities: Theories, diagnosis, and teaching strategies* (6th ed.). Boston: Houghton Mifflin.

Lyon, G.R. (1994). *Frames of reference for the assessment of learning disabilities: New views on measurement issues.* Baltimore, MD: Paul H. Brookes.

Myers, P.I., & Hammill, D.D. (1990). *Learning disabilities: Basic concepts, assessment practices and instructional strategies* (4th ed.). Austin, TX: Pro-Ed.

Pennington, B.F. (1991). *Diagnosing learning disorders: A neuropsychological framework.* New York: Guilford.

Richek, M.A., List, L.K., & Lerner, J.W. (1989). *Reading problems: Assessment and teaching strategies* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Shanahan, T. (1989, November). Tests of learning disabilities. *Reading Teacher, 43*(2), 176-177.

Silver, L.B. (1989). *Assessment of learning disabilities: Preschool through adulthood.* Boston: Little, Brown.

Swanson, H.L. (1991). *Handbook on the assessment of learning disabilities: Theory, research, and practice.* Austin: Pro-Ed.

Swanson, H.L. (Ed.). (1994). *Advances in learning and behavioral disabilities.* Greenwich, CT: Jai Press.

Vaughn, S., & Bos, C.S. (1994). *Research issues in learning disabilities: Theory, methodology, assessment, and ethics.* New York: Springer-Verlag.

Wodrich, D.L., & Joy, J.E. (1986). *Multidisciplinary assessment of children with learning disabilities and mental retardation.* Baltimore, MD: Paul H. Brookes. (This book is no longer available from the publisher but may be available in a professional teacher's library.)

Mental Retardation

American Association on Mental Retardation. (1992). *Mental retardation: Definition, classification, and systems of support* (9th ed.). Washington, DC: Author.

Nonverbal Individuals

Cirrin, F., & Rowland, C. (1985). Communicative assessment of nonverbal youths with severe/profound mental retardation. *Mental Retardation, 23*(2), 52-62.

Leary, J.B., & Boscardin, M.L. (1992, July-August). Ethics and efficacy of verbal testing of nonverbal children. *Remedial and Special Education, 13*(4), 52-61.

Physical/Multiple Disabilities

Bigge, J.L. (1990). *Teaching individuals with physical and multiple disabilities* (3rd ed.). Columbus, OH: Merrill.

Pollingue, A. (1987, Spring). Adaptive behavior and low incidence handicaps: Use of adaptive behavior instruments for persons with physical handicaps. *Journal of Special Education, 21*(1), 117-125.

Reavis, D. (1990). *Assessing students with multiple disabilities: Practice guidelines for practitioners.* Springfield, IL: Charles C. Thomas.

Selected Resources on Assessment of Minorities

Baca, L.M. (1990, September). Theory and practice in bilingual/cross cultural special education: Major issues and implications for research, practice, and policy. In *Proceedings of the Research Symposium on Limited English Proficient Students' Issues.* Washington, DC: Office of Bilingual Education and Minority Languages Affairs. (ERIC Document Reproduction Service No. ED 341 267)

Baca, L.M., & Almanza, E. (1991). *Language minority students with disabilities.* Reston, VA: Council for Exceptional Children.

Burlew, A.K. (1992). *African American psychology: Theory, research, and practice.* Newbury Park, CA: Sage.

Chamberlain, S.P., & Medinos-Landurand, P. (1991). Practical considerations for the assessment of LEP students with special needs. In E.V. Hamayan & J.S. Damico (Eds.), *Limiting bias in the assessment of bilingual students.* Austin, TX: Pro-Ed.

Coballes-Vega, C., & Salend, S.J. (1988). Guidelines for assessing migrant handicapped students. *Diagnostique, 13,* 64-67.

Dana, R.H. (1993). *Multicultural assessment perspectives for professional psychology.* Needham Heights, MA: Allyn and Bacon.

Duran, R.P. (1989, October). Assessment and instruction of at-risk Hispanic students. *Exceptional Children, 56*(2), 154-158.

Figueroa, R.A. (1991, Fall). Bilingualism and psychometrics. *Diagnostique, 17*(1), 70-85.

Franklin, M.E. (1992, October/November). Culturally sensitive instructional practices for African-America learners with disabilities. *Exceptional Children, 59*(2), 115-122.

Gifford, B.R. (1989). *Test policy and test performance: Education, language, and culture.* Boston: Kluwer Academic Publishers.

Harry, B. (1992). *Cultural diversity, families, and the special education system: Communication and empowerment.* New York: Teachers College Press.

Hamayan, E.V., & Damico, J.S. (1991). *Limiting bias in the assessment of bilingual students.* Austin: Pro-Ed.

Lupi, M.H., & Woo, J.Y.T. (1989, Spring). Issues in the assessment of east Asian handicapped students. *Diagnostique, 14*(3), 147-158.

National Center for Youth with Disabilities. (1991). *Race and ethnicity: Issues for adolescents with chronic illnesses and disabilities.* Minneapolis, MN: Author. (ERIC Document Reproduction Service No. ED 337 990)

Nuttall, E.V. (1987, Spring). Survey of current practices in the psychological assessment of limited English proficiency handicapped children. *Journal of School Psychology, 25*(1), 53-61.

Ramirez, B.A., & Johnson, M.J. (1988). American Indian exceptional children: Improved practices and policy. In *Schools and the culturally diverse exceptional student: Promising practices and future directions.* Proceedings of the Ethnic and Multicultural Symposium, Dallas, TX. (ERIC Document Reproduction Service No. ED 298 713)

Reichman, S.L., & Zyskowski, G. (1988, April). *Testing approaches and uses with bilingual, special needs students.* Paper presented at the annual convention of the Council for Exceptional Children, Washington, DC. (ERIC Document Reproduction Service No. ED 300 944)

Ryan, M.B. (1988). Assessing limited English proficient students for special education. In H.S. Garcia & R.C. Chavez (Eds.), *Ethnolinguistic issues in education.* Lubbock, TX: Texas Technical University, College of Education. (ERIC Document Reproduction Service No. ED 316 045)

Rydell, L. (1990). The least biased assessment: Implications for special education. *Crosscultural Special Education Series* (Vol. 4). Sacramento, CA: Resources in Special Education. (ERIC Document Reproduction Service No. ED 337 945)

Samuda, R.J., & Kong, S.L. (1991). *Assessment and placement of minority students* (2nd ed.). Kirkland, WA: Hogrefe & Huber.

Stanfield, J.H., & Dennis, R.M. (1993). *Race and ethnicity in research methods.* Newbury Park: Sage.

Taylor, O.L. (Ed.). (1986). *Treatment of communication disorders in culturally and linguistically diverse populations.* Austin, TX: Pro-Ed.

Terrell, S.L. (Ed.). (1983, June). Nonbiased assessment of language differences [Special issue]. *Topics in Language Disorders, 3*(3).

Zigmond, N., & Galvin, D. (1992, October/November). Issues in the education of African-American youth in special education settings [Special issue]. *Exceptional Children, 59*(2).

LIST OF PUBLISHERS

Addison-Wesley, 1 Jacob Way, Reading, MA 01867. Telephone: 1-800-447-2226.

Allyn and Bacon, Order Processing Center, P.O. Box 11071, Des Moines, IA 50336-1071. Telephone: 1-800-947-7700.

American Association on Mental Retardation, Publications Center, P.O. Box 25, Annapolis Junction, MD 20701-0025. Telephone: (301) 604-1340.

American Psychological Association, 750 First Street N.E., Washington, DC 20002-4242. Telephone: (202) 336-5500.

Auburn House: Contact Greenwood Publishing, 88 Post Road W., Box 5007, Westport, CT 06881. Telephone: 1-800-225-5800; (203) 226-3571.

Brooks/Cole, Wadsworth, Inc. Distribution Center, Customer Service, 7625 Empire Drive, Florence, KY 41042. Telephone: 1-800-354-9706.

Charles C. Thomas Publishers, 2600 S. First Street, Springfield, IL 62794-9265. Telephone: 1-800-258-8980; (217) 789-8980.

Council for Exceptional Children, Attention: Department K3092, 1920 Association Drive, Reston, VA 22091. Telephone: (703) 620-3660.

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Hogrefe & Huber, P.O. Box 2487, Kirkland, WA 98083-2487. Telephone: (206) 820-1500; 1-800-228-3749.

Houghton Mifflin, Wayside Road, Burlington, MA 01803. Telephone: 1-800-225-1464.

Jai Press, 55 Old Post Road, No. 2, P.O. Box 1678, Greenwich, CT 06836. Telephone: (203) 661-7602.

Kluwer Academic Publishers, P.O. Box 358, Accord Station, Hingham, MA 02018-0358. Telephone: (617) 871-6600.

Little, Brown, 200 West Street, Waltham, MA 02254. Telephone: 1-800-759-0190.

Longman, see Addison-Wesley.

Love Publishing, 1777 South Bellaire Street, Denver, CO 80222. Telephone: (303) 757-2579.

Macmillan Publishing Company, 100 Front Street, Box 500, Riverside, NJ 08075-7500. Telephone: 1-800-257-5755.

Merrill, see Macmillan.

National Association of State Directors of Special Education, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314. Telephone: (703) 519-3800 (voice); (703) 519-7008 (TT).

PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417. Telephone: Outside of MN, (612) 827-2966; in MN, 1-800-537-2237.

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